



Presenter Information

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Objectives

- Increase knowledge of Prevent-Teach-Reinforce process for Functional Behavior Assessment & Behavior Intervention Planning.
- Learn how to implement Prevent-Teach-Reinforce (PTR) process within a Multi-Tiered System of Supports through Team Initiated Problem Solving (TIPS).



WCPSS District Facts

Approximate number of students:
157,180
Total number of schools: 171
Elementary schools: 111
Middle schools: 33
High schools: 25
Alternative schools: 4
Academies (K-8, 6-12): 3



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Learning and Teaching Strategies

- Multi-Tiered Systems of Supports
- Dynamic Learning Experiences
- Progressive Learning Environments
- Adaptive Resources





SELF-ASSESSMENT:  *A Journey of Change*

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

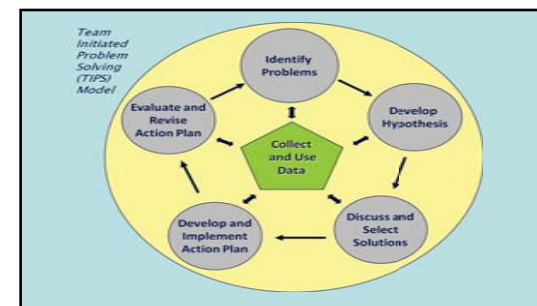
Key Elements

- Leadership
- Capacity Building/Infrastructure
- Communication and Collaboration
- Data-Based Problem Solving
- 3-Tiered Instructional Model
- Data Evaluation



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Ink Your Thinking (2 minutes)

- Write your beliefs about current FBA/ BIP process
- Highlight and select one sentence or phrase from your reflection.



Turn and Talk with a Partner

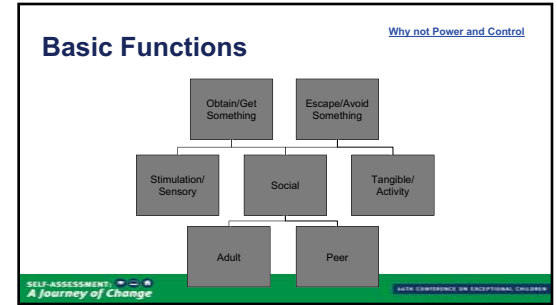
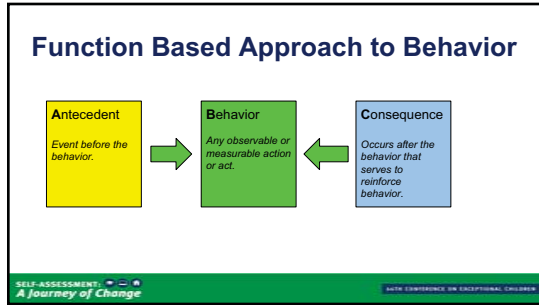
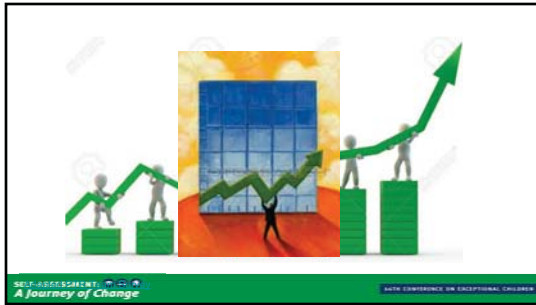
1. Share your belief statement with your partner
2. Ask any clarifying questions about the statement if needed



Question Stems with Partner

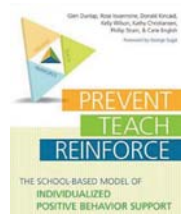
- What specifically do you mean by _____?
- What might be some of the experiences that lead to that belief?
- What might be some examples about how beliefs impact the FBA/BIP process?



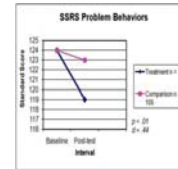
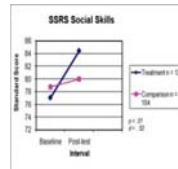


What is PTR?

- Systematic process for behavior support
 - structured
- Aligns with Applied Behavior Analysis (ABA) principles and procedures
 - Concepts can be applied informally- [Behavior Problem Solving Sheet](#)



Why PTR?



PTR: 5 Step Process

1. Teaming
2. Goal Setting and Data Collection
3. Functional Behavior Assessment
4. Behavior Intervention Plan
5. Evaluation (progress monitoring)

Implementing PTR Through Team Initiated Problem Solving

1. Teaming
2. Goal Setting and Data Collection
3. Functional Behavior Assessment
4. Behavior Intervention Plan
5. Evaluation (progress monitoring)

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Step 1: Teaming

- Teaming: A collaborative process
- Determine relevant team members
- Suggestions: 3 levels of knowledge represented
 - Person with knowledge of student (classroom teacher(s), parent/ guardian)
 - Person with expertise in functional assessment & behavioral principles
 - Person with knowledge of context (administrator)

[Classroom Team Survey](#)
[Teacher Work Style Survey](#)
[Paraprofessional Work Style Survey](#)
[Work Style Score Comparison Sheet](#)
[Teaming](#)

[Sample Structure](#)

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Step 2: **Goal Setting** and Data Collection

- Identify students who need intensive support using data
- Broad Goal (long-term)
- Formation of Short-Term Goals (specific)
- Behaviors to decrease/ increase
 - Behavioral
 - Social
 - Academic

[Intervention Matrix 3.1 Goal Setting Form](#)

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Goal Setting: Questions to Ask

Broad Goal

- What are the team's hopes/ visions for the student that can be obtained through PTR process?
- What does the student need to do to be successful?

Short-Term Goals

- What are the specific behavior, social, and/ or academic changes that need to occur to achieve the broad goal(s).
 - Decrease specific challenging behavior(s) of greatest concern to the team.
 - Increase appropriate replacement behavior(s) to be demonstrated instead.

Goal Setting

	Behavioral	Social	Academic
Broad Goals			
Short-term goals Decrease			
Short-term goals Increase			

[Goal Setting Example](#)
[3.1 Goal Setting Form](#)

Step 2: Goal Setting and *Data Collection*



1. Clearly define the target behavior(s)
 - Problem Behavior (decrease)
 - Replacement Behavior (increase)
2. Determining the best method for measuring the target behavior(s)
 - Frequency
 - Duration
 - Intensity
 - Latency
3. Establishing appropriate anchor points for recording behavioral occurrence.

All these elements are essential for accurately measuring behavior change.

BRS-Developing Anchor Points

Target Behavior	Anchor Points
Problem Behavior (decrease)	5 - (worst) 4 - (typical) 3 - (interim) 2 - (interim) 1 - (exceptional/goal met)
Replacement Behavior (increase)	5 - (exceptional/goal met) 4 - (interim) 3 - (interim) 2 - (typical) 1 - (worst)

[3.2 Behavior Rating Scale](#)
[BRS Example](#)

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Target Behavior	Anchor Points
Problem Behavior (decrease)	5 - (worst) 4 - (typical) 3 - (interim) 2 - (interim) 1 - (exceptional/goal met)
Replacement Behavior (increase)	5 - (exceptional/goal met) 4 - (interim) 3 - (interim) 2 - (typical) 1 - (worst)

3.2 Behavior Rating Scale



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Developing BRS

Behavior	D a t e														
Previous Behavior (baseline)	-10 min	2	1	2	1	2	1	2	1	2	1	2	1	2	1
	5-10 min	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	5-7 min	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2-4 min	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0-1 minute	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Aggression Behavior (baseline)	-10 min	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5-10 min	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	5-7 min	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2-4 min	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0-1 minute	1	1	1	1	1	1	1	1	1	1	1	1	1	1

3.2 Behavior Rating Scale
BRS Examples

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WITH CONFIDENCE IN EDUCATIONAL CHALLENGES

[illegible]

3.2 Behavior Rating Scale

BRS Example

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Step 3: Functional Behavior Assessment


Purpose


1. To identify antecedents that trigger problem behavior
2. To determine the function/purpose of problem behavior
3. To ascertain people, situations, items or activities that reinforce problem behavior

Components

- 4.1 [FBA Checklist](#)
- 4.2 [FBA Summary Table](#)
- [FBA Summary Table Resource](#)

Hypothesis Statement(s)



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ANTI-CORRUPTION AND ETHICAL COMPLIANCE

Diagram illustrating the factors influencing the adoption of mobile health services. The central green pentagon is labeled "Adoption of Mobile Health Services". It is surrounded by six grey circles representing different factors: "Healthcare Infrastructure", "Healthcare Services", "Healthcare Providers", "Healthcare Costs", "Healthcare Access", and "Healthcare Quality". A red circle labeled "Healthcare Quality" is highlighted, indicating its significance in the adoption process.

- ## Components

4.1 FBA Checklist

4.2 FBA Summary Table

[EBA Summary Table Resource](#)

Hypothesis Statement(s)

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FBA Summary Table

1. Review Case Study FBA Checklists
2. Formulate Hypothesis Statement(s)

Student		School		Date	
Behavior	PREVIOUS data	TEACH data	REINFORCE data	PREVIOUS data	REINFORCE data

Possible Explanations			
	When	How	Who is involved
Antecedent			
Behavior			
Consequence			

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4.2 FBA Sample Summary Table

Step 4: Behavior Intervention Plan

1. Identify at least ONE Prevent, ONE Teach, and ONE Reinforce intervention
2. Develop a step-by-step plan to implement interventions
3. Develop a plan for the training and technical assistance
4. Develop a measure of fidelity of Implementation



Behavior Intervention Plan: Prevent

- Connected to Prevent component data within FBA and when section of hypothesis.
- Prevent interventions change environmental circumstances.
 - Problem behavior becomes unnecessary/ irrelevant
 - Prosocial behavior becomes more predictable and prevalent



Behavior Intervention Plan: Teach

- Connected to Teach data within FBA and then (will) component of hypothesis (related to function)
- Teach interventions allow the team to select a type of specific **replacement behavior**.
 - Functionally Equivalent
 - Physically Incompatible



Behavior Intervention Plan: Reinforce

- Connected to Reinforce data within FBA and as a *result* component of hypothesis (related to function)
- Reinforce interventions change the adult and/or peer response to challenging behavior so that the student no longer gets the desired outcome.
 - Reinforcement for prosocial behavior is stronger than reinforcement for challenging behavior



Selecting PTR Interventions

1. Review Completed [3.1 FBA Summary Table Example](#) & Hypothesis Statement(s)
2. Protocol for selecting interventions
3. Another option for coming to consensus
 - [5.1 PTR Intervention Checklist](#)
 - [5.2 Intervention Scoring Table](#)



Create Behavior Intervention Plan

Prevent	Teach	Reinforce
<ul style="list-style-type: none"> Are additional materials needed? Who will develop materials/ resources? When will the interventions be implemented? Are environmental or curricular modifications required? Who is responsible? 	<ul style="list-style-type: none"> Has the replacement behavior been operationally defined? Who is going to teach the replacement behavior? How and when? What specific cues or prompts will the instructor say or do? 	<ul style="list-style-type: none"> Are the reinforcers readily available? If the reinforcer is a person, will this person always be readily available? Who will provide the reinforcer? When will the reinforcer be delivered? How will it be delivered?

[PTR Intervention](#)

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Implementing the BIP: Training & Technical Assistance

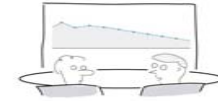
- The team decides:
 - Who will receive the training
 - Who will provide the training
 - When training will take place
- Training should include direct instruction methods:
 - Modeling
 - Role playing
 - Practice sessions
- Team can develop [5.5 PTR Training Checklist](#)



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Implementation Fidelity



At least now there's some consistency in what they're doing.

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- Fidelity data helps teams make decisions on effectiveness of intervention
- In coaching staff on fidelity, improvement is not the goal. Precise implementation is the goal.

[5.6 Fidelity of Implementation](#)

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Step 5: Evaluation (Progress Monitoring)

- Create data decision rules to alter support.
 - Example: If the student averages a four after four weeks on the Behavior Rating Scale, revise the plan.
 - Example: If the student averages a 1 after two months, exit or fade strategies from the plan.
- Review how well the plan was implemented or being implemented

[Fidelity Checklist Example](#)

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Evaluation Flowchart Example

Behavior is Not Improving Based on BRS

Are interventions being implemented with fidelity?

No

Yes

Strategies too difficult/time consuming

BIP does not match teacher context

Teacher experiencing intervention drift

Hypothesis is incorrect

Hypothesis is correct

*ID difficult features and modify

*Review Intervention Checklist and select alternate strategies

*Provide add'l

*Modify features of plan to match context

*Review Intervention Checklist and select alternate strategies that match context

*Identify features of interventions affected by drift

*Provide booster training and technical training to refresh implementation

*Revise hypothesis

*Collect add'l FBA

*Select new interventions

*Provide training/assistance

*Increase frequency or intensity

*Select new interventions if necessary

*Provide training/assistance

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Feedback & Follow Up

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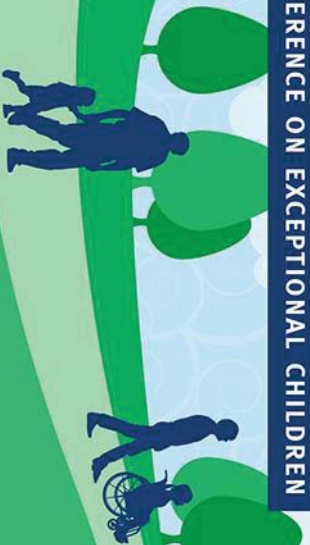
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<http://goo.gl/forms/xgHe7ck1dg>

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PTR Team Survey

School _____ Name _____

Directions: Complete this survey if the team meets regularly for planning purposes. Select the applicable number for each statement, then complete the questions that follow.

1. Our team meets for planning purposes.
Rarely/never Monthly Bimonthly Weekly Daily
0 1 2 3 4
2. Our team plans collaboratively around implementing individualized education program objectives and making adaptations and modifications for the students.
Rarely/never Monthly Bimonthly Weekly Daily
0 1 2 3 4
3. Our team communicates well and problem solves collaboratively.
Rarely/never Monthly Bimonthly Weekly Daily
0 1 2 3 4
4. Our team interacts and works with children across developmental domains and disciplines.
Rarely/never Monthly Bimonthly Weekly Daily
0 1 2 3 4
5. Professional roles and responsibilities are shared across team members.
Rarely/never Monthly Bimonthly Weekly Daily
0 1 2 3 4

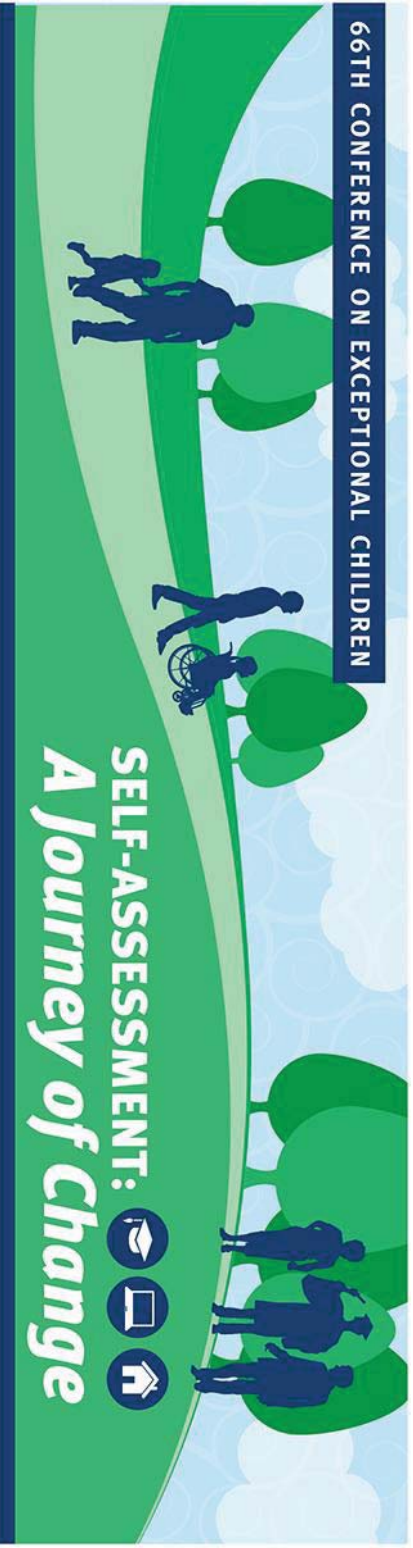
Please answer the following questions:

1. What are some strengths of the team?
2. What might help to enhance the team's productivity?

Adapted from *Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support* by G. Dunlap, R. Iovannone, D. Kincaid, K. Wilson, K. Christiansen, P. Strain, and C. English.
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Behavior Problem Solving Sheet

What is the behavior you want to focus on? _____

Have you noticed any pattern of when the behavior occurs? _____

What do you believe the function of the behavior is? _____

BEHAVIOR (What do you want them to do?)	PREVENT (What can you do to prevent the problem behavior from occurring?)	TEACH (What does the child need to learn in order to demonstrate the desired behavior?)	RESPOND (What can you do to reinforce desired behavior? What will you do when the child makes a mistake?)

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Prevent	Teach	Reinforce/ Respond
<ul style="list-style-type: none"> -providing choices -transition supports -environmental supports -curricular modification (eliminating triggers) -adult verbal behavior (just be nice) -classroom management -increase non-contingent reinforcement -setting event modification -opportunity for pro-social behavior (peer support) -peer modeling or peer reinforcement 	<ul style="list-style-type: none"> Replacement (Goal) Behavior <ul style="list-style-type: none"> -<i>Functionally Equivalent</i> -<i>Physically Incompatible</i> -specific academic skills -problem-solving strategies -general coping strategies -specific social skills -teacher-pleasing behaviors -learning skills strategies -self-management (self-monitoring) -independent responding -increased engaged time 	<ul style="list-style-type: none"> Reinforce Replacement (Adult) Behavior <ul style="list-style-type: none"> -<i>Functionally Equivalent</i> -<i>Physically incompatible</i> -Discontinue reinforcement of problem behavior -group contingencies (peer, teacher) -increase ratio of + to - responses (4:1 ratio) -home to school reinforcement system -delayed gratification

Adapted from *Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support* by G. Dunlap, R. Iovannone, D. Kincaid, K. Wilson, K. Christiansen, P. Strain, and C. English. Copyright © 2010 Paul H. Brookes Publishing Co., Inc. All rights reserved.

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